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ABSTRACT

The Literacy Project for Adults with Learning Disabilities addressed a perceived and documented need for more effective interventions for use by adult literacy tutors when working with clients with learning disabilities. It provided training and technical assistance for tutors, adult basic education/General Educational Development program teachers, and program supervisors in the teaching of metacognitive strategies to adults with learning disabilities. The program also trained adult literacy tutors in strategic teaching methods and reasonable accommodations. Twelve adult educators participated in the initial training workshop. Topics included barriers for individuals with learning disabilities; metacognitive strategies; and reading strategies. Twelve adult educators, most of whom had attended the first one also participated in the second workshop. Content focused on memory and writing strategies. The final topic was use of reasonable accommodations. Each participant was contacted 1 month after the initial workshop to discuss progress. Two had taught the strategies to the students. (Appendixes include workshop materials.) (YLB)

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ED 368 881

LITERACY PROJECT FOR ADULTS WITH LEARNING DISABILITIES

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Chester County Intermediate Unit

FY 1992-93

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Federal Grant $14,392.

Project Number 99-3058

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ABSTRACT PAGE

Title: The Literacy Project for Adults with Learning Disabilities

Project No.: 99-3058 Funding: $14,392

Project Director: John P. Branson Phone : (215) 524-5096

Agency Address: 150 James Hance Court, Exton, PA 19041

Description:

The Literacy Project for Adults with Learning Disabilities (LPALD) was a collaborative effort between the Chester County Adult Literacy Consortium, The Chester County Intermediate Unit and the Pennsylvania Department of Education. The project addressed a serious need to provide specialized services for adults with learning disabilities who often find themselves underemployed and socially inhibited by their disability.

The LPALD provided training and technical assistance to Adult Literacy and Basic Education personnel on ways to assist adult students with learning disabilities. The primary focus of the project was methods for teaching learning strategies.

Objectives:

- To equip adult literacy tutors with strategic teaching skills.
- To improve the performance of learning disabled adults in the area of reading for information through the use of metacognitive strategies.
- To improve the performance of learning disabled adults in the area of written expression through the use of metacognitive strategies.
- To familiarize adult literacy tutors with accommodations available to learning disabled adults.

Target Audience:

Adult Literacy Trainers and Tutors, Adult Basic Education Teachers, Program Supervisors.

Methods of Evaluation: Interviews, observations and questionnaires

Findings:

While the inservice program served as a good introduction to teaching learning strategies, on-site technical assistance was necessary to assure implementation.

Conclusions: Such a project can be successful provided adequate time is provided for planning and scheduling.

Descriptors:

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INTRODUCTION

The Literacy Project for Adults with Learning Disabilities (LPALD)addressed a perceived and documented need for more effective interventions for use by adult literacy tutors when working with clients with learning disabilities. The LPALD provided training and technical assistance for tutors, ABE/GED teachers and program supervisors in the teaching of metacognitive strategies to adults with learning disabilities. The value of metacognitive strategies over more traditional remedial models has been demonstrated through extensive research (Berger and Reid,1989; Malone and Mastropieri 1992; Wang, Haertel and Walberg, 1990; Harris and Pressley, 1991; Schumaker and Deshler, 1984). The LPALD sought to extend the use of such strategies to adults in non-academic settings.

The Literacy Project for Adults with Learning Disabilities was conducted between September 1992 and June 1993. In addition to improving the reading and writing skills of adults with learning disabilities through the use of metacognitive strategies, the project attempted to train adult literacy tutors in strategic teaching methods and reasonable accommodations.

The LPALD was a collaborative effort between the Chester County Intermediate Unit and the Pennsylvania Department of Education's Adult Basic and Literacy Education Programs. Primary responsibility for the implementation of the LPALD rested with John Branson, Director, and Dr. Joseph Rogan, Strategy Trainer. Administrative assistance was provided by Carol Brane, Director of the Adult Literacy Consortium.

The following report is intended to assist Adult Literacy Tutors and Adult Basic Education Professionals when working with clients with learning disabilities. This report should also prove useful to other professionals working with adults who are experiencing difficulty with basic literacy skills.

Those wishing a copy of this report should contact:

Pennsylvania Department of Education
The Division of Adult Basic and Literacy Education Programs
333 Market Street
Harrisburg, PA 17126-0333

-Or-

AdvancE
PDE Resource Center
School Library Media Services Division
Bureau of State Library
333 Market Street
Harrisburg, PA 17126-0333

Statement of the Problem

Individuals with learning disabilities are found in a variety of adult settings. Many of these adults continue to experience learning problems throughout their lives (Rogan and Hartman, 1990). Data compiled by Deshler, et. al. (1982) suggest that learning disabled students' basic skill development appears to plateau at the fifth or sixth grade level by the time they reach high school. In addition, they often display deficient executive processes such as the ability to plan, monitor and evaluate their performance (Deshler, Schumaker, Alley, Warner and Clark 1982).

Learning disabled adults often encounter difficulty in the areas of vocational adjustment and social interaction. They tend to live "day-to-day," rarely setting long-range goals (Alley, Deshler, Clark, Schumaker, and Warner 1983).

Given the plateauing effect described above, a traditional remedial model offers little to the learning disabled adolescent or adult. The use of metacognitive strategies, however, coupled with an arsenal of reasonable and available accommodations, can greatly expand the learning disabled person's ability to acquire, retain and retrieve vital information (Berger and Reid 1989).

Goals and Objectives

The Literacy Project for Adults with Learning Disabilities attempted to:

- Equip adult literacy tutors with strategic teaching skills,
- Improve the performance of learning disabled adults in the area of reading for information through the use of metacognitive strategies,
- Improve the performance of learning disabled adults in the area of written expression through the use of metacognitive strategies,
- Familiarize adult literacy tutors with accommodations available to learning disabled adults.

Procedures

The Literacy Project for Adults with Learning Disabilities addressed the above stated goals and objectives by providing training and technical assistance to practitioners in the field of adult basic and literacy education.

Phase I - Planning

As the initial step in the planning process, the project director and the coordinator of the Adult Literacy Consortium met to discuss several programmatic and administrative issues pertaining to the LPALD. Specific needs were identified and a preliminary timeline was established. Various means for publicizing the project to maximize participation were also explored.

The project director then scheduled a full-day planning session with Dr. Joseph Rogan, strategy intervention trainer, to discuss and plan the first full-day inservice program. A tentative agenda was developed including the following topics:

What is a learning disability? (Simulation activities and sensitivity training)
Reading Demands vs. Reading Skills
Learning Strategies (Preview)
Teaching Learning Strategies (8 step process)
The Paraphrasing Strategy (RAP) - a reading strategy
TRACK - Reading Strategy for non-texts
Guided Practice

Having established the content for the initial training session and a tentative timeline, the project director then attended the September 24, 1992, meeting of the Chester County Adult

Literacy Consortium to discuss the project and encourage participation by all members of the Consortium. While the overall response to the project was very positive, it became immediately apparent that the proposed schedule for the two inservice programs needed to be adjusted due to conflicts with other scheduled events. The program coordinators noted that they would be unable to free their staff members from their instructional duties because they did not have budgets for substitutes. Participants would, therefore, have to donate their time for the training. Since many of the potential participants were volunteer tutors with day time jobs, the program coordinators suggested that the two inservice programs be scheduled on Saturdays.

The project director worked closely with the coordinator of the Adult Literacy Consortium and the strategies intervention trainer to identify convenient times for the two large-group inservice presentations. November 14, 1992 and January 9, 1993 emerged as the most appropriate dates for the two programs. The project director then developed a flier/registration form which was disseminated to all members of the Adult Literacy Consortium (appendix A). The workshops were also promoted by word of mouth and various newsletters including the *Cabrini College Adult Education Staff Development Center Newsletter.*

The strategies intervention trainer developed materials and overheads to compliment his presentation. Copies of these are included as appendix B.

Phase II-Implementation

Attendance at the initial training workshop was somewhat disappointing. Approximately 12 adult educators participated. One possible explanation for the poor level of participation might be that many individuals who were already volunteering a substantial amount of time to adult literacy projects were reluctant to take more time away from their personal lives for training. The inability of the project to pay a stipend for participation or to pay for substitutes to allow instructors to attend the training sessions as part of their regularly scheduled contribution of time may also have adversely affected attendance.

During the morning session, Dr. Rogan engaged the participants in a number of activities designed to demonstrate many of the frustrations and hurdles that individuals with learning disabilities encounter in everyday life. The knowledge and experience of the participants varied, but most had little or no formal training in the area of learning disabilities.
Next, Dr. Rogan discussed how setting demands influence the performance and ultimate success of the individual with a learning disability. Participants identified potential barriers within a variety of settings. Dr. Rogan then explained how the use of metacognitive strategies can enable the individual to use his or her basic skills in the most efficient manner possible and thus meet the demands of the setting.

During the remainder of the first workshop, participants learned the eight step method for teaching strategies. Dr. Rogan stressed to all in attendance the importance of following the prescribed process, since research had confirmed that this process not only assured that the student learned the strategy, but also that he or she could generalize it across settings.

Two reading strategies, RAP and TRACK, were introduced. RAP is a simple three step strategy developed at the University of Kansas to assist students in paraphrasing paragraphs. While it can be applied to various types of writing, it lends itself best to academic texts. Since many of the students with whom the workshop participants worked rarely used formal text books, Dr. Rogan introduced TRACK, a similar reading strategy which he had developed specifically for application to non-academic reading materials.

At the end of the program, the project director asked all participants to think of a particular student/client with whom they worked who might benefit from the use of the strategies covered during the workshop. He then asked that the participants teach the strategy to that student and share the results. The director also noted that he would be available to provide technical assistance to anyone wishing help and that he would be in touch in the near future to check on progress.

Follow-up

Approximately one month after the first workshop, the project director contacted each of the participants to determine degree of implementation and needs for technical assistance. Several of the participants were unable to be reached by phone. Of those contacted, three indicated that they had successfully taught the strategies a number of students. Those who had not yet introduced the strategies to their students had made plans to do so prior to the second workshop scheduled for January 9, 1993. All participants indicated that they would attend the January workshop.

Workshop II

The second workshop had to be postponed due to snow. Rescheduling proved to be a tremendously complicated task. To assure maximum attendance, each participant was contacted by the director or his secretary to determine a convenient time. Unfortunately, this pushed the training session back to February 27,1993.

Twelve adult educators participated in the second workshop. Most of the participants had also attended the first workshop, although this was not a prerequisite. Content for the second workshop focused on memory and writing strategies. The morning session began with a review of the reading strategies covered in workshop I and the eight-step teaching process. Participants who had attended the first workshop were asked to share their experiences teaching the strategies. Several people reported that they had successfully taught the strategy while others indicated that they had not yet introduced the strategies or had done so unsuccessfully. For those who had difficulty teaching the strategies, Dr. Rogan assisted them in analyzing their methodology to assure that they had adhered to the eight step process. Most had not. Dr. Rogan then demonstrated how the used of the eight-step method could assure a better outcome.

Following the review, Dr. Rogan introduced the use of memory strategies through an activity which demonstrated how successful learners automatically use strategies to help them

remember factual information and lists. He then compared this to individuals with learning disabilities who generally do not use strategies spontaneously. Two simple mnemonic strategies were demonstrated *LIST* and *FIRST* (appendix C). These were followed by two writing strategies *WRITER(cops)* and the *ERROR MONITORING STRATEGY.* Participants were given an opportunity to practice each strategy and were provided guidance and feedback as they did so.

The final topic covered during the second workshop was the used of *reasonable accommodations.* Participants learned that while learning strategies are among the most efficient and effective interventions for use with individuals with learning disabilities, they may not be applicable in every situation. Under these circumstances, reasonable accommodations such as Books-on-Tape, spell checkers, extended time etc. should be utilized. A brief discussion as to what constitutes a *reasonable* accommodation ensued. A list of resources was also provided.

Follow-Up

Following the second workshop, the project director conducted a series of site visitations to determine the degree to which participants were teaching the strategies and to provide technical assistance if necessary. Most of the participants observed had introduced the strategies to their students. Few, however, had followed the eight step teaching process necessary to assure mastery and generalization. The project director reviewed the eight step process with those who had not used it and encouraged them to try it in the near future.

Some of the workshop participants were program supervisors and had little direct contact with the adult students. They, therefore, had not had an opportunity to teach the strategies and had not yet taught them to the teachers/tutors whom they supervised. The project director agreed to present two mini-workshops for teachers and/or tutors who had not attended the two Saturday training sessions. The first mini-workshop was to be provided for teachers working within the West Chester School District's GED/Adult Literacy Program.

Unfortunately, this program was canceled at the last minute by the program supervisor due to a scheduling conflict. Another two-hour presentation was provided for volunteer tutors working in conjunction with the Bayard Taylor Memorial Library Adult Literacy Program (appendix D). This program centered on the obstacles individuals with learning disabilities face in everyday life and how the use of learning strategies can help to minimize the impact of these impediments to success.

Positive/Negative Results

The first objective of the project, *Equip adult literacy tutors with strategic teaching skills*, was successfully accomplished. Each of the participants were taught the eight step process and provided written materials as back-up. Those participants who had not mastered the eight-step process were provided with technical assistance and review.

The degree to which the second objective, *Improve the performance of learning disabled adults in the area of reading for information through the use of metacognitive strategies*, could only be assessed indirectly since the project only worked with the adult educators rather than the students themselves. Observations and follow-up discussions with project participants suggested that this objective was partially achieved. Several of the participants attempted to teach the strategies to their students without following the prescribed process. In those cases, the outcomes tended to be poor. Following the first workshop, two participants reported very good results with their students.

The third objective, *Improve the performance of learning disabled adults in the area of written expression through the use of metacognitive strategies*, was also measured indirectly. The results were very similar to those for the second objective.

The final objective of the project, *Familiarize adult literacy tutors with accommodations available to learning disabled adults*, was successfully achieved during the second workshop. Participants were able to identify and discuss reasonable accommodations. They were also able

to explain when the need for an accommodation was indicated.

Evaluation Techniques

A variety of informal assessments were conducted throughout the project to determine progress and future needs. Following the initial workshop, participants were asked to respond to five questions.

1. What did you expect to get out of this workshop?
2. What did you get out of this workshop?
3. Was the presentation clear and understandable?
4. How will you use what you learned?
5. What type of additional help or information would you like in the future?

Responses

1. Participant responses to question one were fairly consistent. Participants anticipated learning specific ways to help their students learn or prepare for the GED.

2. All respondents indicated that they had learned strategies which they would either use with their students or would pass on to their tutors and/or colleagues. One respondent noted that she learned the difference between what she was doing and what she should be doing to make her students more independent.

3. All respondents indicated that the presentation was clear and understandable. One respondent added that the program was very interesting and another respondent noted that she had received a lot of information which she would need to mentally review.

4. Several teacher/tutors cited specific strategies which they would teach to their students. Another respondent identified specific content areas where she felt the use of the strategies would be useful. One respondent noted that she already used these strategies with her students. Two of the program supervisors in attendance indicated that they would share the information with the tutors whom they supervised.

5. Responses to question five were very general. Most simply requested updates and/or additional information when it became available. No one requested technical assistance or on-site follow-up.

As mentioned earlier in the report, the project director also contacted each participant one month after the initial workshop to discuss progress. The director asked participants whether they had taught any of the strategies to their students and, if so, whether they felt that they had been successful. One respondent indicated that he had taught the strategies to 23 of his

students. He reported that the students had been very enthusiastic and he felt that the lesson was a success. Another participant indicated that she had found the strategies to be very useful for her 20 - 23 year old students. Most of the respondents indicated that they had not yet taught the strategies to their students, but intended to do so in the future.

Following the second workshop, the project director conducted a series of on-site interviews to determine the degree of implementation and the need for assistance. Two project participants chose to teach a strategy to their students during the observation. In one case, the teacher described and modeled the strategy (steps 2 and 3) of the eight-step process. Another participant described, modeled and directed verbal practice (steps 2 - 4) with an evening GED class. This participant reported that she had also taught the writing strategy through step 5 to her class and intended to complete the entire 8 step process. Several of the participants stated that they had described the strategies to their students (step 2) but had not performed any of the other steps. The project director reviewed the teaching process with these participants to assure that they understood the procedure and the importance of adhering to it.

Two participants noted that, as program supervisors, they had little opportunity to work directly with students and had not yet shared the information regarding strategies with their volunteer tutors. The project director offered to present a two-hour introductory workshop for the tutors during one of their regularly scheduled evening training sessions to address the need for sharing information with the field staff. Feed back from those participating in the introductory training was very positive.

Dissemination

Copies of this report will be distributed to AdvancE East and AdvancE West. A copy will also be submitted to the Educational Resource Information Center (ERIC). Those wishing additional information about the project may contact:

John P. Branson
Supervisor of Federal Projects
Chester County Intermediate Unit
150 James Hance Court
Exton, PA 19341

Conclusion

The Literacy Project for Adults with Learning Disabilities (LPALD) was a collaborative effort between the Chester County Adult Literacy Consortium, The Chester County Intermediate Unit and the Pennsylvania Department of Education. The project addressed a serious need to provide services for adults with learning disabilities who often find themselves underemployed and socially inhibited by their disability.

While the overall project was a success, several unanticipated issues restricted the project's ability to reach all those who could have benefitted from participation. Scheduling workshops proved to be a major problem. Late notification that the LPALD would be funded immediately placed the project behind schedule. Since most of the member organizations of the Chester County Adult Literacy Consortium had already confirmed their calendars for the year, it was very difficult to schedule the two training workshops without conflicting with an already scheduled event. The inability to pay for substitutes and/or pay a stipend for attendance also inhibited participation.

Future projects which draw upon participants from many different agencies and organizations should schedule events well in advance, prior to the finalization of participating agency calendars. Scheduling problems could also be minimized if workshops could be scheduled during the regular work period. The paying of stipends could encourage off-hour participation.

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Appendix A

THE CHESTER COUNTY ADULT LITERACY CONSORTIUM PRESENTS

Teaching Adults with Learning Disabilities: Strategies for Success

Dr. Joseph Rogan, Director of the Alternate Learner's Project at College Misericordia, presents teaching and learning strategies designed to help adults with learning disabilities improve their reading and writing skills.

Participants will:

- learn practical strategies proven to increase reading comprehension and writing skills for adolescents and adults with learning disabilities,
- gain hands-on experience using each strategy,
- receive guided practice and feedback as they learn the strategy-building process, and
- receive on-going technical assistance as they begin using strategy intervention with their clients.

WHO: GED/ABE Teachers, Adult Literacy Tutors and Trainers from Chester County.

WHEN: Session 1 - November 14, 1992
Session 2 - January 9, 1993

TIME: 8:30 A.M. - 3:00 P.M. (both sessions)

WHERE: Educational Service Center at Oaklands (Map on back)

COST: Funded by the Literacy Project for Adults with Learning Disabilites

Registration Form

Name _____ **Agency** _____

Position _____

I will attend: session 1 ____ **session 2** ____ **both sessions** ____

For more information, please contact John Branson at 524-5096

Appendix B

Teaching Adults with Learning Disabilities: Strategies for Success

SPONSORED BY:
- THE CHESTER COUNTY ADULT LITERARY CONSORTIUM -
(A WORKSHOP FOR ADULT LITERACY TUTORS)

Session One:

READING STRATEGIES

NOV. 14, 1992

Joseph Rogan, Ed.D
College Misericordia
Dallas, PA 18612

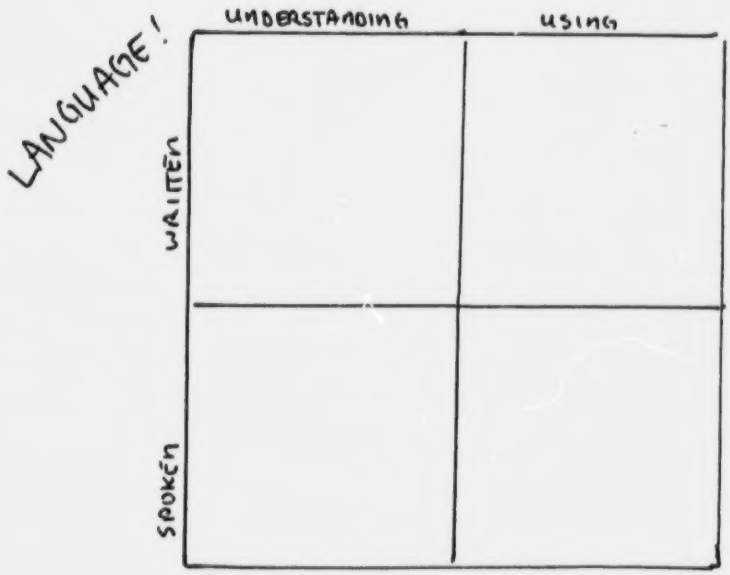
★ PROGRAM FUNDED BY THE LITERACY PROJECT FOR ADULTS WITH LEARNING DISABILITIES (CHESTER COUNTY INTERMEDIATE UNIT & PENNSYLVANIA DEPARTMENT OF EDUCATION)

1 What is an **adult**?

2 What is **adult literacy**?

3 What is **learning**?

4 What is a **learning disability**?



5 Describe a **Learning Disabled Adult**!

CHER
WILLIAM JAMES
THOMAS EDISON
HARVEY CUSHING
PAUL EHRLICH
WOODROW WILSON
AUGUST RODIN
GEORGE PATTON
F.W. WOOLWORTH
WALT DISNEY
ALBERT EINSTEIN
HANS CHRISTIAN ANDERSON
NELSON ROCKERFELLER
LEONARDO DiVINCI
WINSTON CHURCHILL
BRUCE JENNER
JACKIE STEWART
MIKE GRAVEL
STEPHEN CRANNEL
TOM CRUISE
AGATHA CHRISTIE
LARRY SILVER
RICHARD SANDS
JOSEPH GENTILE
JEFFREY GALLET
JACK SUPERKA
GREG LOUGANIS
LORETTA YOUNG
JOHN BON JOVI

... had something in common.

6. What must adults with learning disabilities read?

READING DEMANDS
1
2
3
4
5

7. If an adult cannot "read", can he/she "read" any of the above?

☑ Books on Tape
Recordings for the Blind
20 Raszel Road
Princeton NJ 08540
609 452-0606

8. Below is a section of a textbook. Read it!

Asexual Reproduction

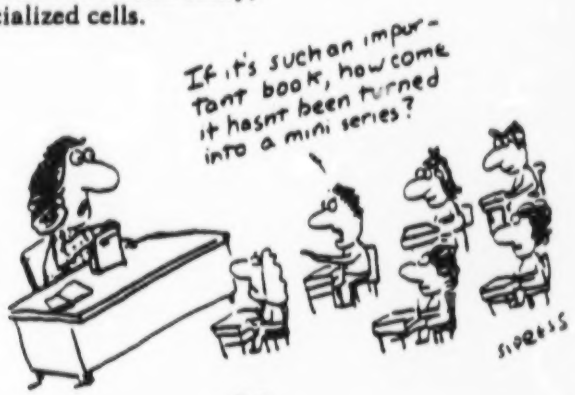
One method of reproduction is ***asexual reproduction.*** **Asexual reproduction means producing offspring from one parent.** The offspring is an exact copy of the parent because it has the same genes. Asexual reproduction occurs mainly in lower plants and animals, such as bacteria, molds, algae, and protozoa.

The process of asexual reproduction can occur in a number of ways. These include *binary fission*, *spore production*, *budding*, and *cloning*. In all these methods, the offspring forms through mitotic cell division.

- *Fission.* The simplest form of asexual reproduction occurs when an organism simply splits in two. Unicellular organisms such as bacteria, algae, and protozoa reproduce this way. This type of reproduction is called ***fission.*** If the two resulting cells are of equal size, this process is called ***binary fission.***
- *Spore Production.* Some organisms, such as certain molds you see growing on old bread or rotting fruit, reproduce asexually by means of spores. ***Spores*** are extremely small asexual reproductive cells. Once formed, the spores are set free from the parent.
- *Budding.* In ***budding,*** a single cell forms a small bud, or knob. The bud pinches free from the parent cell. The parent cell can then form another bud. The buds may grow and become parent cells themselves.
- *Cloning.* ***Cloning*** is a method that can be used to reproduce certain plants. In one method a single cell, such as a leaf cell, can be placed in a nutrient. The cell multiplies. The resulting cells differentiate into roots, stem, and leaves. A complete plant develops from a single cell. The advantage to cloning is that an exact duplicate of the original is made every time.

  But what about cloning people? It is not possible at this time, but some scientists believe it may be possible in the future. Complex organisms can't be cloned easily, because they have more very specialized cells.

9. How did you do?



10. What is a **strategy**?

11. What is a Learning Strategy?

Memorize this list:

Joseph Rogan
Brenda Hamerster
Scott Kalicki
Sr. Joyce Lowrey
Bruce Skalnick
John Branson

Discussion:

12. What is a **recipe**?

13. Are there recipes which help students learn?

14. If so, what should we teach adults with LD?

Kansas University
Institute for Research in Learning Disabilities
Robert Dole Center
Room 3061
Lawrence, Kansas 66045-2342
913-864-4780

The Paraphrasing Strategy: RAP

15. What is a paraphrase?

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	_____	_____
10	_____	_____

A Score ☐
B Score ☐

16. Why is paraphrasing important?

17. What if there is a difference between reading level and readability?

18. How should adult student's ~~read~~ RAP textbooks?

R READ ONE PARAGRAPH

A ASK TWO QUESTIONS:
WHAT WAS THAT ABOUT?
WHAT WAS TRUE?

P PUT ANSWERS INTO YOUR OWN WORDS

What Are Genes? ***Genes*** **are the units of heredity. The code that determines the inherited characteristics, or traits, of an organism is called the** ***genetic code.*** **The code is in the form of a long, spiraling molecule of DNA. Each hereditary trait, like the color of your eyes, your upright walk, the type of bark on a tree, and the shape of a leaf, is controlled by one or more genes. The strands of DNA in a chromosome may carry hundreds, perhaps thousands, of genes.**

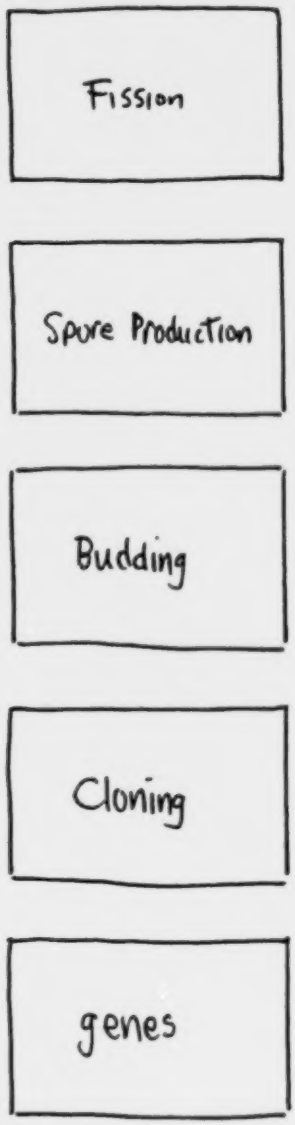
RAP this paragraph.

19. How do reading and RAPping differ?

20. How might you teach your students to RAP?

21. Must students read everything?

22. How might students RAP HOT Topics?



23. How should we teach **Learning Strategies?**

STEPS	WHAT TEACHERS DO	WHAT STUDENTS DO
1		
2		
3		
4		
5		
6		
7		
8		

24. How does this approach differ from what you already do?

MODEL PASSAGE

WANDERING IN THE WILDS[1]

Backpacking offers freedom found in no other type of wilderness travel. However, you must know what to expect when you hike off into the wilderness. There will be no piped water or shelters to use. There will be no tables to eat from and no grills to hold your pots and pans. There will be few trail signs to guide you. You must know how to follow a map. You will be on your own.

Still, there are countless places you can go. Try an overnight trip to a mountain or stream. Follow an unmarked trail that seems inviting. A trial run will help to tone up muscles and show up mistakes in plans. During a short trip, you will not suffer too badly if something has been left at home.

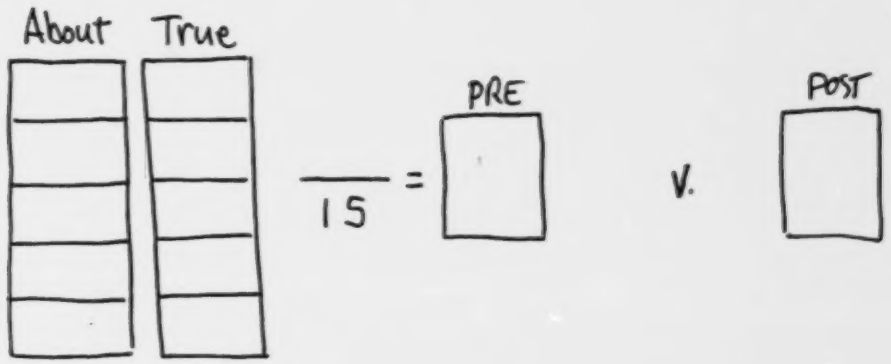
Experienced backpackers pride themselves on being able to travel light. With many, weight saving is a game. Some cut towels in half and saw the handles off toothbrushes to save ounces. They measure out just the right amount of food needed and put it in plastic bags. Plastic bags are lighter than cardboard. There are dozens of tricks to save ounces that add up to pounds.

Footwear is an important thing to keep in mind. Sneakers are cool and cheap. For youngsters who are growing, the heavy-soled, ankle-high sneaker is best. Rubber is good where the going is wet. Hikers in swamps and bogs prefer the shoepac above anything else. However, leather is the most popular shoe material for all-around hiking. It wears well and is soft. It can be waterproofed to shed snow and rain.

Leather soles on boots are slippery. Most hikers use rubber or cord soles. When the soles wear out, thick rubber lug soles can be put on. These grip the rocks well.

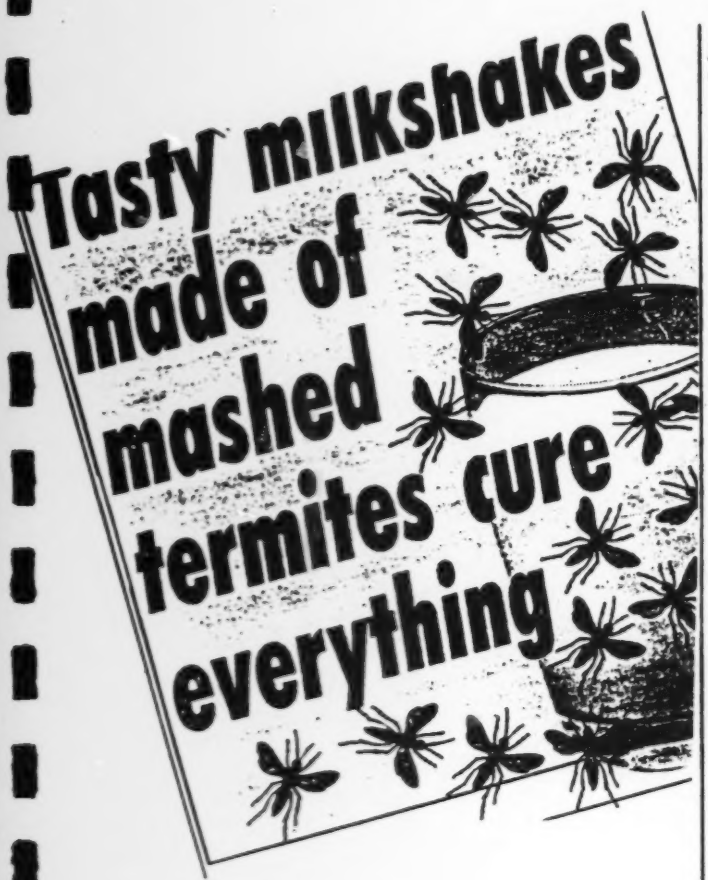
Hiking boots should fit comfortably over two pairs of socks, one thin and one thick. They should protect the ankles and support the foot. They have to withstand long mileage on rocks and roots. Be sure that boots are well broken in before the trip. A mountain trail is no place to break in a new pair of boots. Ski boots are for skiing and cowboy boots are for horseback riding. Footwear with eyelets and lacing have proved best for hiking. A wise hiker always brings an extra pair of laces.

25. How can we Pre-test & Post-Test?



26. How should students read stuff other than textbooks?

27. Can you RAP this newspaper article?



By JOE BERGER
Staff writer

Clever chef Kai Tien-Chyu serves up the tastiest milkshakes in town and crackpot customers line up around the block to gulp 'em down — knowing full well that the savory shakes are made from squished termites!

And dingbat diners at Kai's Kaohsiung House restaurant swear the bug-guts-and-ice-cream concoction not only tastes terrific, it cures everything from hemorrhoids to heartburn to boot.

"I used to be very sickly all the time with colds and sinus and terrible attacks of gas, but now I drink the termite shakes twice a day and I've never felt better," potbellied businessman Mok Tsui told reporters in Beijing, China.

"My friends and I started drinking them because the restaurant is close to where we work and they taste so good. None of us believed Kai's ad where he said the things would make us feel great, too.

"But now we have tried it and we know that squashed termites are the best medicine in the world."

Crafty Kai started whipping up his scrumptious critter shakes after Chinese scientist Yang Siqi told his countrymen that termites have magical powers and that wolfing down a few would cure anything that ails you.

"My business wasn't doing so good and I was trying to think of something that no one else was serving, something that would make people sit up and take notice," the eatery owner recalled.

"And when I read about the termites, I thought what a great idea — I've got a whole attic full of those things right in my own home.

"I figured if I gathered them up, I could make a great dish out of them and keep them from eating my house at the same time."

So cagey Kai started blending the little wood munchers into milkshakes, ran a couple of ads in the newspaper — and laughed all the way to the bank as peabrained patrons began beating down his door to buy 'em.

"To tell you the truth, I've never tried one myself because I don't like eating bugs," said the shameless shakemaker. "But my customers insist they're delicious and that if you're sick, they'll make you well just like that.

"I had one guy tell me my milkshakes cured his prostate cancer and a woman said she was going bald till the shakes made her hair come back. I've heard so many stories like that, I'm beginning to think I've really hit on something."

WEEKLY WORLD NEWS
May 12, 1992

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28. Can you teach students to TRACK?

T TELL WHY

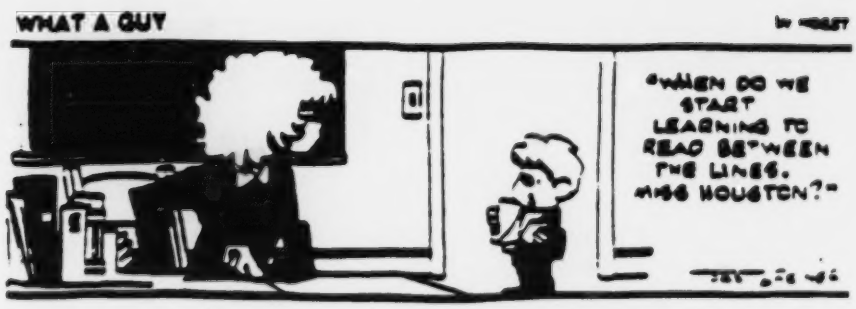
_____? _____? _____?

R READ

A ANSWER QUESTIONS

C COPY ANSWERS TO SHEET

K KEEP SHEET



29. Can you TRACK the milkshakes article?

30. What if students bump into difficult words?

DISSECT

DISCOVER THE CONTEXT

ISOLATE THE PREFIX(S)

SEPARATE THE SUFFIX(S)

SAY THE STEM

EXAMINE THE STEM

CHECK WITH SOMEONE

TRY A DICTIONARY

The Five Phases of Mitosis

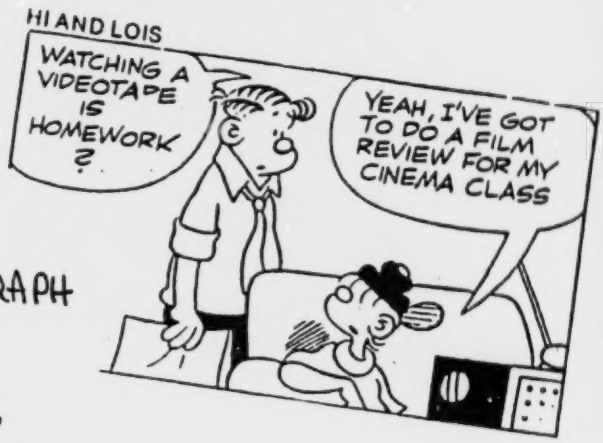
Mitosis is one continuous process, but for convenience it is described as having five phases. These phases are illustrated in figures 8-3 through 8-8 (whitefish mitosis).

Interphase The *Interphase* is not really considered part of cell division. It is actually the period between divisions. Much of a cell's life is spent in this period.

31 DISSECT the following words:

continuous	convenience
described	illustrated
interphase	considered

32 What if students are using BOT? How should the "read" the tapes?



L LISTEN TO ONE PARAGRAPH

A ASK TWO QUESTIONS

P PUT ANSWERS INTO YOUR OWN WORDS

33. What is a VOICE OUTPUT SPELLCHECKER?

Franklin Learning Resources
122 Burrs Road
Mt Holly NJ 08060-9913
800-525 9673

34. Now... let's practice!

Appendix C

Teaching Adults with Learning Disabilities: Strategies for Success

SPONSORED BY:
- THE CHESTER COUNTY ADULT LITERARY CONSORTIUM -
(A WORKSHOP FOR ADULT LITERACY TUTORS)

SESSION TWO:

- ☑ MEMORY STRATEGIES
- ☑ WRITING STRATEGIES

Joseph Rogan, Ed.D
College Misericordia
Dallas, PA 18612

* PROGRAM FUNDED BY THE LITERACY PROJECT FOR ADULTS WITH LEARNING DISABILITIES (CHESTER COUNTY INTERMEDIATE UNIT & PENNSYLVANIA DEPARTMENT OF EDUCATION)

AGENDA

	PAGES
REVIEW	1
RAP...The Paraphrasing Strategy	2
The Memory Strategy LIST-FIRST	3
	4
	5
	6

MID MORNING BREAK

Using LIST FIRST	6

LUNCH

THE Error Monitoring Strategy	7
	8
	9
EVALUATION	x

CALVIN and HOBBES **By Bill Watterson**

I DONT WANT TO GO TO SCHOOL. I DONT WANT TO KNOW ANYTHING NEW.
I ALREADY KNOW MORE THAN I WANT TO! I LIKED THINGS BETTER WHEN I DIDNT UNDERSTAND THEM!
THE FACT IS, I'M BEING EDUCATED AGAINST MY WILL! MY RIGHTS ARE BEING TRAMPLED!
IS IT A RIGHT TO REMAIN IGNORANT?
I DONT KNOW. BUT I REFUSE TO FIND OUT!

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LEARNING STRATEGIES:

REVIEW:

1. "LEARNING STRATEGY"
   ... RECIPE FOR SUCCESS

2. "SETTING DEMAND"
   ... EXPECTATION

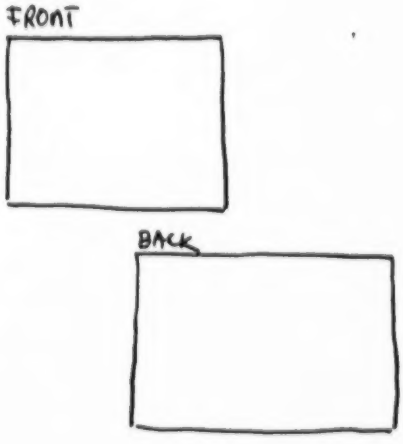
3. "BRIDGING"

THE PARAPHRASING STRATEGY

... REVIEW

R
A ??
P

☑ HOW CAN WE RAP ~~HOT~~ Topics TO CARDS?



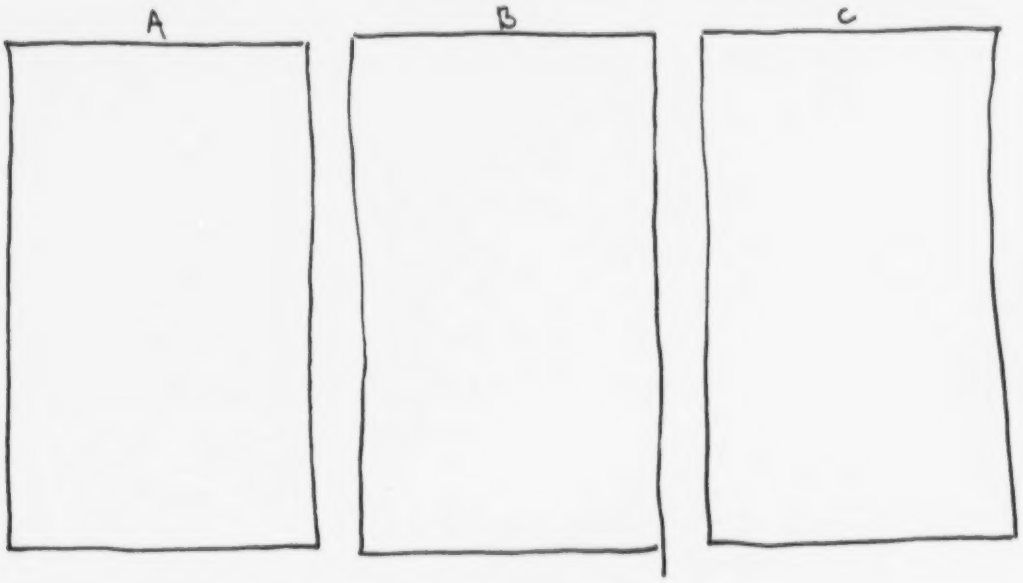
TEACHING LEARNING STRATEGIES

STEP	TEACHER'S ROLE	STUDENT'S ROLE
1.		
2.		
3.		
4.		
5.		
6.		
7.		

A MEMORY STRATEGY

1. YOU HAVE FIVE MINUTES TO MEMORIZE THE LISTS ON THE BOARD.

2.



3. WHAT WAS YOUR STRATEGY?

4. ARE YOUR LEARNERS GOOD AT REMEMBERING?

5. HOW CAN WE HELP?

LIST

A STRATEGY FOR FINDING LISTS.

Grammys 1993: The winners are ...

Album of the year: "Unplugged," Eric Clapton.

Song of the year: "Tears in Haven," Eric Clapton.

Female pop vocal: "Constant Craving," k.d. lang.

Male pop vocal: "Tears in Heaven," Eric Clapton.

Duo or group pop vocal: "Beauty and the Beast," Celine Dion and Peabo Bryson.

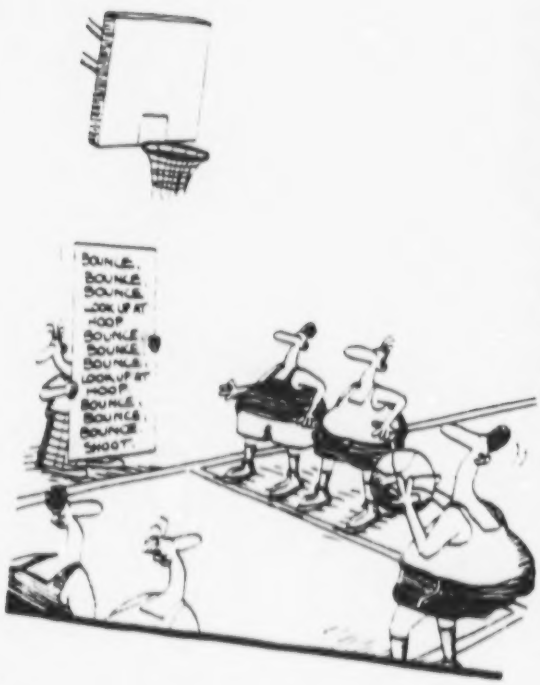
Traditional pop vocal: "Perfectly Frank," Tony Bennett.

Female rock vocal: "Ain't it heavy," Melissa Etheridge.

Male rock vocal: "Unplugged," Eric Clapton.

Group rock vocal: "Achtung Baby," U2.

1. WHAT NEEDS TO BE REMEMBERED?
2. WHY?



Look for Lists.

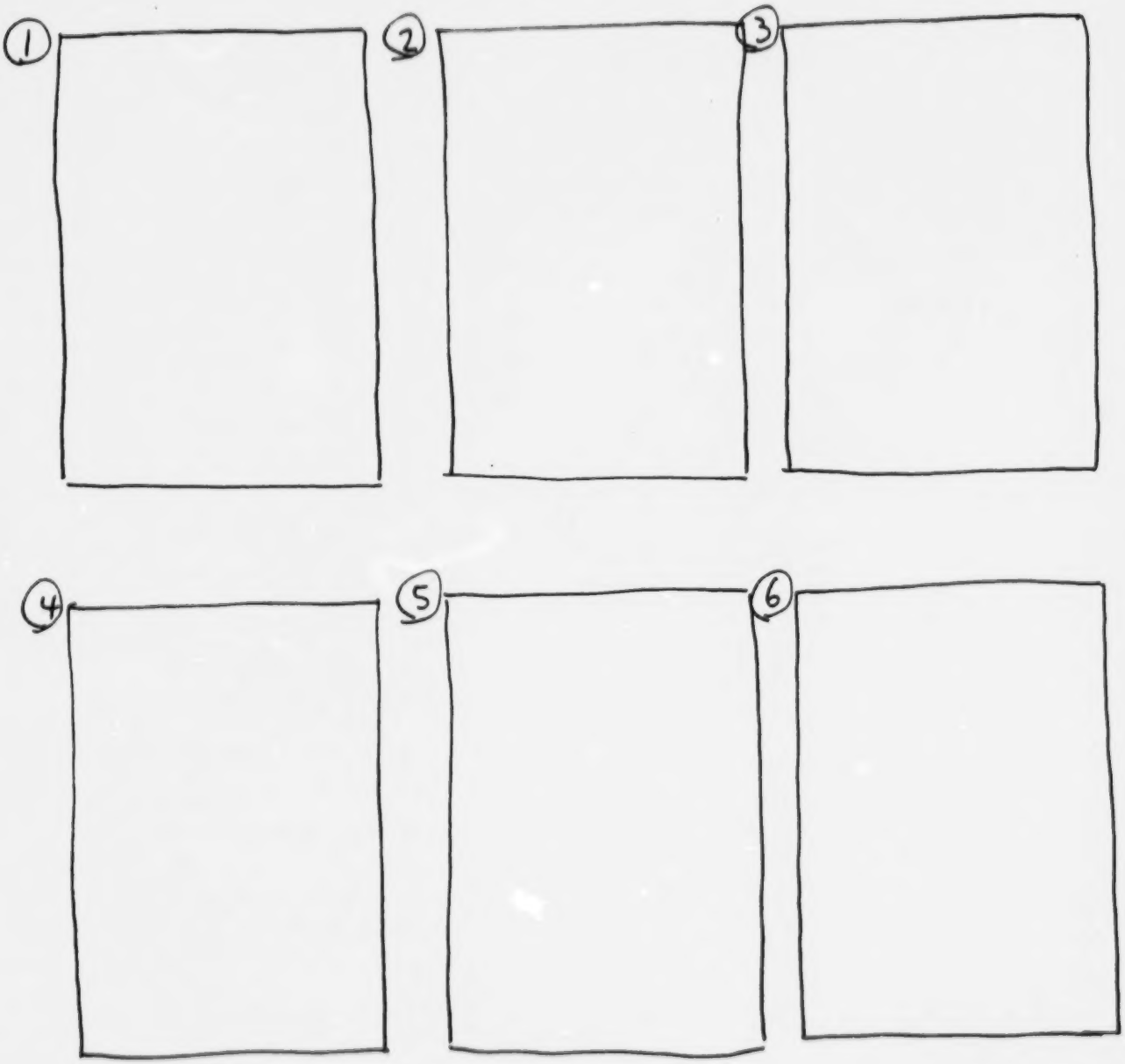
Investigate to find key words.

Select a memory strategy (FIRST)

Transfer your mnemonic to CARDS.

CONTROLLED PRACTICE —

FIND LISTS:



FIRST

A STRATEGY FOR REMEMBERING LISTS.

	model:
Form a word?	John Wayne's Movies
Insert a letter to form a word?	Scientific objects which have never been seen.
Rearrange to form a word?	Deserts
Shape a sentence	Famous Run Aways
Try a combination of the above.	_____

☑ RETURN TO YOUR LISTS & USE **LIST · FIRST**.

Page 5

THE ERROR MONITORING STRATEGY

1. YOU HAVE TEN MINUTES TO WRITE AN ESSAY.

2. WHAT WAS YOUR STRATEGY?

3. ARE YOUR LEARNERS GOOD WRITERS?

4. HOW CAN WE HELP?

WRITER · COPS

THE ERROR MONITORING STRATEGY

To build an essay...

Write from an outline.
- Visual Blocks
- **PEN**

Read for meaning.

Interrogate

COPS ?
Keep it simple!

Take to someone

Execute a final draft

Reread before submitting

1. Write a paragraph explaining the significance of Magellan's expedition.
A GAS MASK, A SMOKE GRENADE, AND A HELICOPTER .... THAT'S ALL I ASK.

Write from an outline (visual block with RULE OF...)

1. List and discuss your three favorite foods.

P: N W
A: N W
L: N W

ERROR REDUCTION
★ 1:4
1:33

Other practice activities (p. 5)

Appendix D

Bayard Taylor

Bayard Taylor Memorial Library

Adult Literacy Program

Adult Lit Project

216 E. STATE STREET
P. O. BOX 730
KENNETT SQUARE, PA
19348

TELEPHONES

LIBRARY
(215) 444-2702

LITERACY
(215) 444-2988

FAX
(215) 444-1752

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MEMBERS-AT-LARGE
Peter J. D'Angelo
Audrey F. Donohue

LIBRARY DIRECTOR
Joseph A. Lordi

MEMBER
Chester County
Library System

May 24, 1993

John Branson
Supervisor of Federal Projects
Chester County Intermediate Unit
150 James Hance Court
Exton, PA 19341

Dear John:

We would like to thank you for providing our adult literacy tutors and staff with an excellent program last Monday evening on teaching adults with learning disatilities.

Several of our volunteer tutors told us this week at our training workshops that they enjoyed your program and learned quite a lot from the information presented. Our tutors attend training workshops that we conduct in order to work with adult students individually through the Adult Literacy Program. Many of these adult students have apparent learning difficulties, so it is very beneficial for our tutors to have a greater knowledge of learning disabilities.

In the future, we hope that you might be willing to share your knowledge and experience with a new group of tutors. Please also make us aware of any presentations or workshops that are being held in Chester County for the benefit of literacy tutors and staff.

Thank you again for your very worthwhile presentation.

Sincerely,

Susan Calio
Alice L. Peters